

## Forensic Science | 2.2 Evidence Collection Activity

### Introduction:

Once the crime scene has been secured, the next to arrive on scene tend to be the investigators and specialists. If the crime scene has been properly secured, most, if not all of the evidence should be preserved.


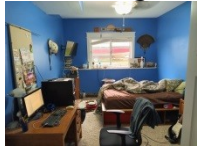
In this lesson, you will be asked to switch roles from first responder to **crime scene investigator**.

### Procedure:

Using your hypothetical crime story/scene created in lesson 2.1, demonstrate your knowledge of the remaining “S’s” of crime scene investigation (See the scene, Sketch the scene, Search for evidence and Secure evidence).

1. Review the methods of photographing the crime scene described on page 2 of Lesson 2.2, take and include the following photos of your crime scene. Make sure you assign your crime case number. (1 point each = 8 points)

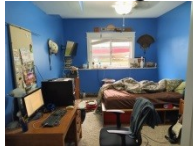
#### **Crime Case Number:**1

<p>Central Focus</p> 	<p>Distant (greater than 20 ft.)</p> 
<p>Mid-Range (10-20 ft.)</p>	<p>Close-up (less than 5 ft.)</p>

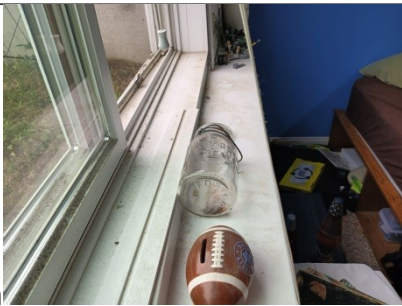
Central Focus



Distant (greater than 20 ft.)



North



South



East

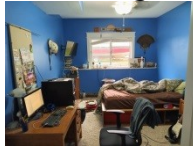


West

Central Focus

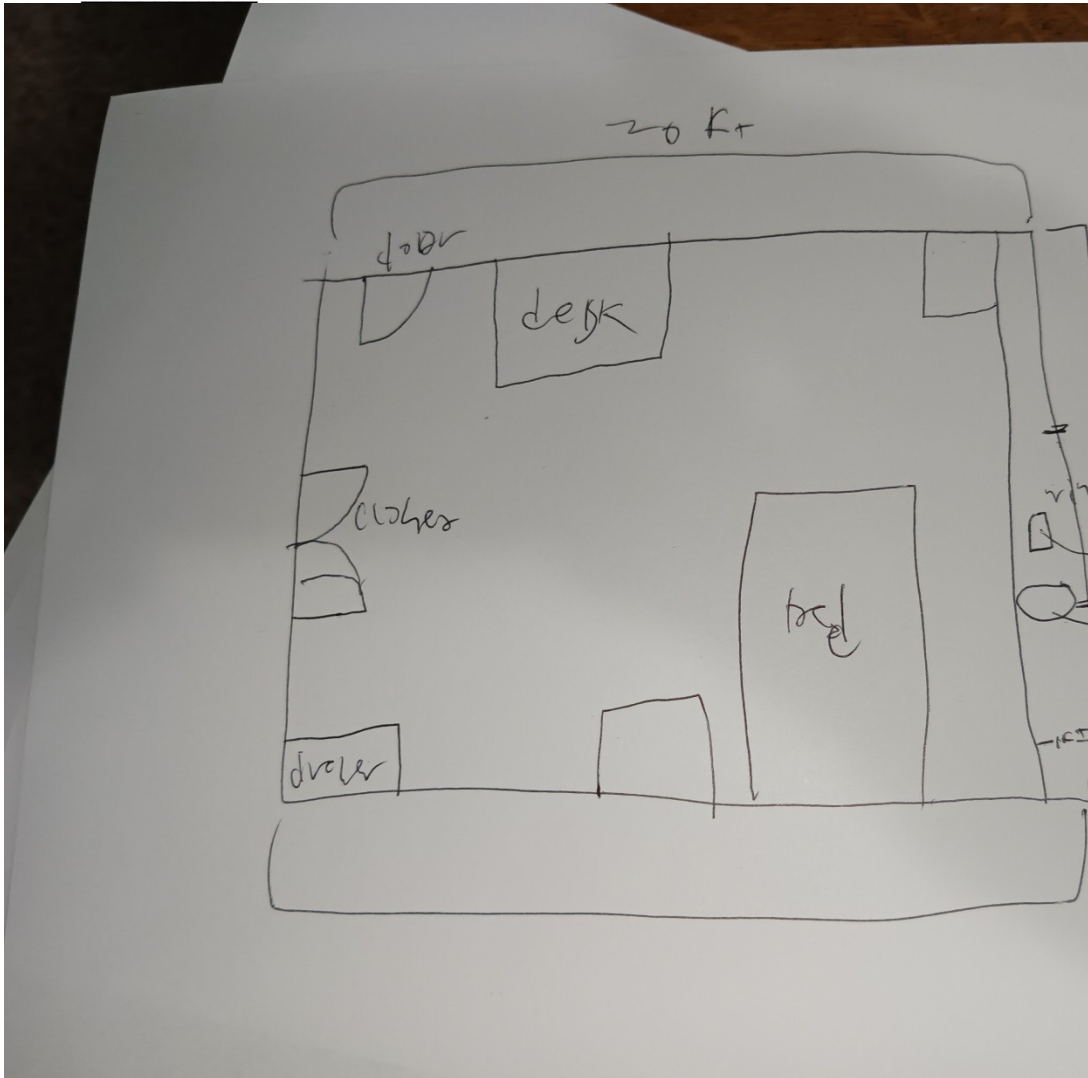


Distant (greater than 20 ft.)



2. Using the techniques outlined on page 3 of Lesson 2.2, create a rough sketch of your crime scene and upload a photo of it here. (1 point)

Crime Case #1



3. Determine the most appropriate search method for your crime scene. Describe how you accomplished this search. A detailed description should be sufficient. (1 point)

Zone search, because most of the evidence is by the window in one place.

4. List below at least one example circumstantial or non-physical evidence you discovered at the scene. (1 point)

Suspect was seen escaping through yards.

5. Collect at least 4 pieces of real, physical evidence from the crime scene. Just a reminder that you should exercise great care if you are bringing any of this evidence to school.

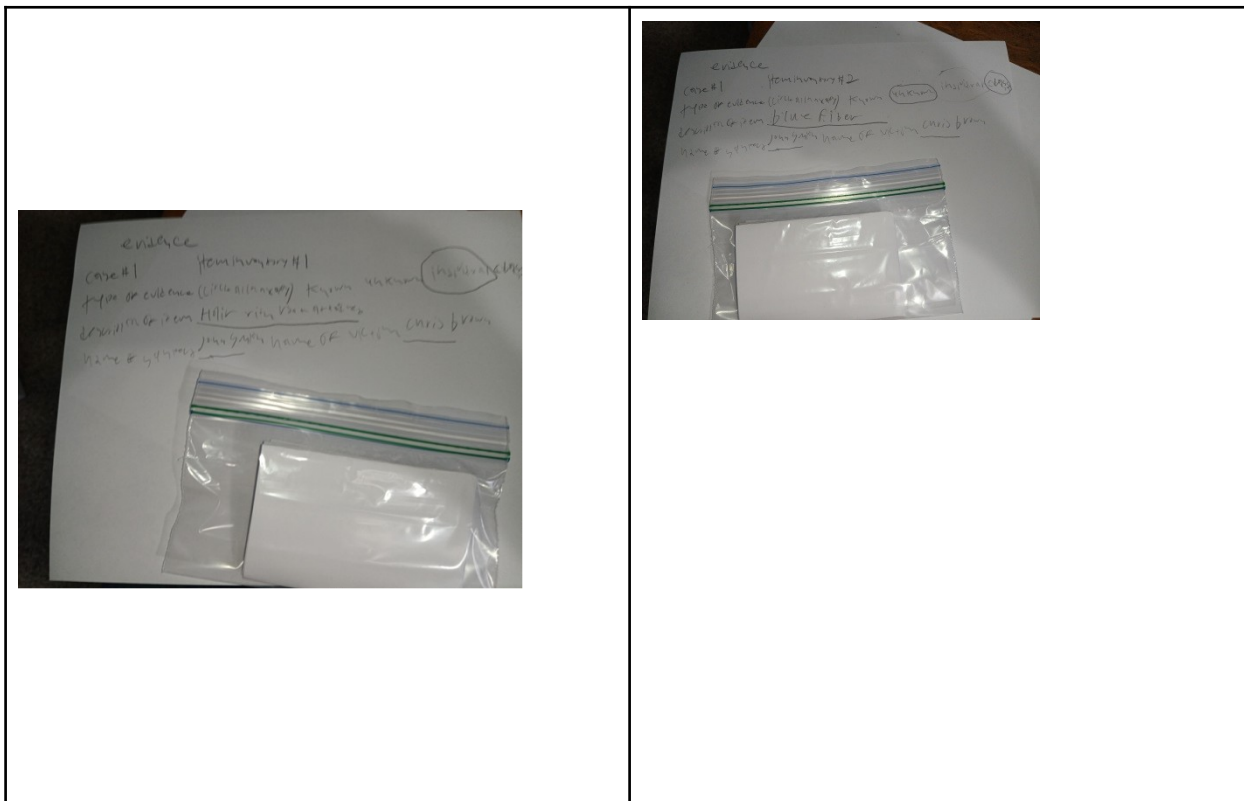
- There should be absolutely no firearms, knives, or ammunition proposed as evidence.
- If you plan to use any items as evidence that you are concerned about, please seek guidance and advice from your mentor.

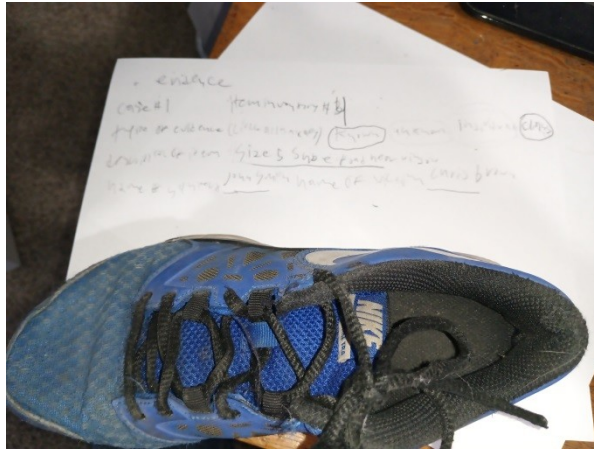
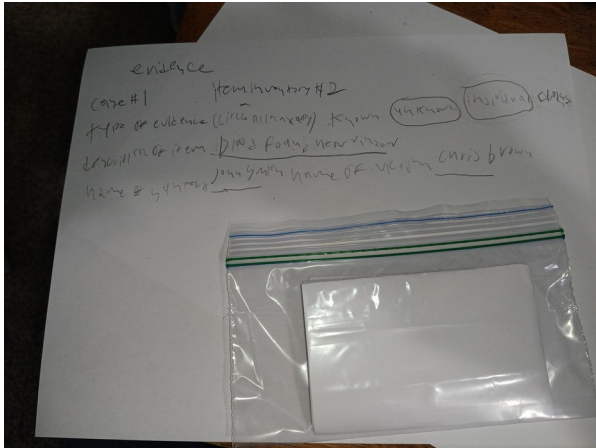
Make sure you are able to classify each piece of evidence **with all that apply.**

- Individual
- Class
- Known
- Unknown

Provide an image of the evidence. Note: Evidence fits into more than one category. For example: a red fiber from a sweater could be considered both known and class evidence since it is small, and we know it came from the red sweater. However, if we find a red fiber, but do not know where it came from it would be class evidence from an unknown source.

After you have demonstrated how to search and collect evidence, demonstrate how to properly secure evidence. Paste the pictures of your evidence in paper bindles and properly secured in evidence bags (Ziploc type bags will work for this) into the table below. Use copies of the blank tag below to properly label your evidence bags. (1 point each for evidence photo, and 1 for proper evidence tag applied = 8 total points)





## Evidence

Case # \_\_\_\_\_

Item Inventory # \_\_\_\_\_

Type of Evidence: (circle all that apply) Known Unknown Individual Class

Description of item: \_\_\_\_\_

Name of Suspect: \_\_\_\_\_ Name of Victim: \_\_\_\_\_

Date collected: \_\_\_\_\_ Time collected: \_\_\_\_\_

CSI Signature: \_\_\_\_\_

*Duplicate as needed*